



SANDY RUN SCHOOL

450 Old Swamp Road
Swansea, South Carolina

Grades	PK-8 Middle School	
Enrollment	580 Students	
Principal	George Kiernan.	803-791-8866
Superintendent	Dr. Steve Wilson	803-655-7310
Board Chair	Mrs. Joyce Parrish	803-655-5365

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	41	7	1

* Ratings are calculated with data available by 11/09/2011.

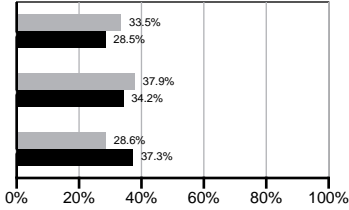
Palmetto Assessment of State Standards (PASS)

Exemplary

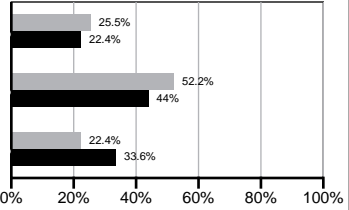
Met

Not Met

English/Language Arts



Mathematics

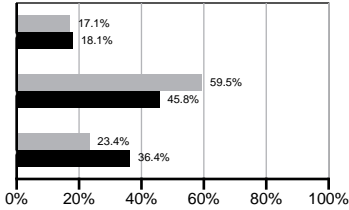


Exemplary

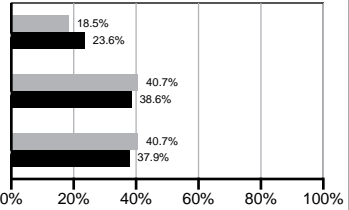
Met

Not Met

Science



Social Studies

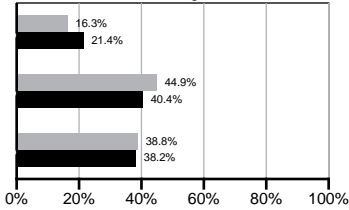


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	89.5%	96.2%
English 1	89.5%	92.1%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	41.7%
US History and the Constitution	N/A	N/A
All Subjects	89.5%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=580)				
Students enrolled in high school credit courses (grades 7 & 8)	11.9%	Down from 30.0%	28.6%	24.5%
Retention rate	0.9%	Up from 0.8%	0.7%	0.7%
Attendance rate	95.4%	Up from 95.1%	95.7%	95.9%
Served by gifted and talented program	11.9%	Up from 7.6%	16.4%	17.8%
With disabilities other than speech	4.5%	Down from 9.5%	10.1%	9.2%
Older than usual for grade	1.5%	Down from 3.2%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.0%	Down from 7.2%	0.7%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	54.8%	Up from 50.0%	58.3%	60.0%
Continuing contract teachers	95.2%	Up from 81.8%	86.2%	82.6%
Teachers returning from previous year	90.9%	Down from 94.9%	82.9%	85.6%
Teacher attendance rate	94.4%	Up from 92.6%	95.4%	95.3%
Average teacher salary*	\$46,282	Down 0.4%	\$45,197	\$46,300
Professional development days/teacher	5.8 days	Down from 6.2 days	9.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	10.4 to 1	Down from 14.6 to 1	21.1 to 1	21.5 to 1
Prime instructional time	89.0%	Up from 86.4%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.7%	Up from 71.0%	96.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,285	Down 12.8%	\$7,484	\$7,634
Percent of expenditures for instruction**	70.6%	Up from 66.1%	62.4%	64.0%
Percent of expenditures for teacher salaries**	68.7%	Up from 64.4%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Sandy Run K-8 School Report to Parents 2010-2011

The Sandy Run K-8 family always strives towards a successful school year. Success is defined by how we meet the needs of the students we serve academically, emotionally, and socially.

Academically, we achieved AYP for the fourth consecutive year. This achievement was accomplished through the dedication and cooperation of staff, students, and parents. We will continue to set high academic goals for our students and seek the continuous collaboration with our parents.

We understand that students need a safe, inviting, and caring atmosphere to operate during the course of a day. Thus, administration, staff, SIC members, and PTO implemented the PBIS program, (Positive Behavioral Interventions and Supports). PBIS goals are to:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously.

(http://www.pbis.org/school/what_is_swpbs.aspx).

On May 16, 2011, we were named one of South Carolina's PBIS Blue Ribbon Award Winning Schools. Our PTO and SIC were diligent in their support as they discussed positive decision making strategies with their children at home, and provided needed resources to manage and operate the program successfully.

Technology has always been one of the attributes of Sandy Run. This year, we were able to open up a third computer lab which is housed within the media center. The additional lab provided teachers the opportunity to incorporate more project based learning and reinforcing research and technology standards taught in the classroom. Each child in grades two through five were provided with an opportunity to utilize their own Lennox Laptop for use at school or home. This permitted students to access websites purchased by the district for enrichment and enhancement in all subject areas. We were also able to equip each of our buses with Wi Fi internet capability to continue their learning experiences to and from school.

Sandy Run K-8's successes are due primarily to the support and assistance from our parents, stakeholders, students, staff, and school district. We understand and appreciate the time and effort from each of the entities. We indeed, want to continue to provide our students with the best educational experiences and feel confidently that with the continued cooperation from each party we will do so, and give back to the community productive citizens who will continue the tradition.

Respectfully yours,

George Keirman, Principal

Sheena Staley, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	58	63
Percent satisfied with learning environment	96.0%	89.7%	90.5%
Percent satisfied with social and physical environment	96.0%	75.9%	83.3%
Percent satisfied with school-home relations	96.0%	86.2%	79.4%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	370	98.4	23.8	37.4	38.8	85.9	84.2	82.4	Yes	Yes
Gender										
Male	177	98.9	29.4	33.7	36.8	81.6	80.3	78.7	N/A	N/A
Female	193	97.9	18.6	40.7	40.7	89.8	87.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	196	98.5	16.7	33.3	50	90.6	90.7	88.9	Yes	Yes
African American	161	98.8	33.8	42.6	23.6	79.7	80.7	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	12	100	8.3	33.3	58.3	91.7	96.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	45	97.8	40.5	45.2	14.3	69	51	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	95	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	254	99.6	26.1	40.2	33.7	82.7	82.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	370	98.4	25	48.5	26.5	84.1	82.6	81.9	Yes	Yes
Gender										
Male	177	98.9	29.4	41.1	29.4	81	76.9	79.9	N/A	N/A
Female	193	97.9	20.9	55.4	23.7	87	87.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	196	98.5	15.6	46.7	37.8	90.6	90.2	88.9	Yes	Yes
African American	161	98.8	36.5	51.4	12.2	75.7	78.7	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	12	100	25	41.7	33.3	91.7	92.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	45	97.8	50	38.1	11.9	66.7	48	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	95	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	254	99.6	27.7	50.6	21.7	81.9	81.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	246	99.2	32.2	52.6	15.2	67.8	64.7	68.6
Gender								
Male	114	100	32.4	50	17.6	67.6	65.4	68.3
Female	132	98.5	32	54.9	13.1	68	64.1	68.9
Racial/Ethnic Group								
White	129	99.2	20.7	55.4	24	79.3	78.7	80.7
African American	110	99.1	47.1	49	3.9	52.9	58.1	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.6	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	30	100	48.3	44.8	6.9	51.7	32.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75	60.7
Socio-Economic Status								
Subsidized meals	171	100	36.1	54.4	9.5	63.9	61.8	57.3

Social Studies

All Students	249	98.4	33.3	44.7	21.9	66.7	67.7	72.5
Gender								
Male	120	98.3	32.7	38.3	29	67.3	65.8	72
Female	129	98.5	33.9	50.4	15.7	66.1	69.4	73.1
Racial/Ethnic Group								
White	132	98.5	27.5	43.3	29.2	72.5	72.5	81
African American	108	98.2	41.4	47.5	11.1	58.6	64.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	29	93.1	38.5	57.7	3.8	61.5	44.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.7	69.7
Socio-Economic Status								
Subsidized meals	172	98.8	34.1	46.1	19.8	65.9	67.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	121	97.5	29.4	43.1	27.5	70.6	70.8	73.2	95.4	96.1
Gender										
Male	61	95.1	38.2	43.6	18.2	61.8	59.2	67.2	95.4	95.9
Female	60	100	20.4	42.6	37	79.6	83.3	79.4	95.3	96.2
Racial/Ethnic Group										
White	57	98.3	25	38.5	36.5	75	73.8	81.5	95	94.8
African American	58	96.6	35.3	49	15.7	64.7	68.8	61.3	95.8	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.2	95.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.8	66.7	97.3	97.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	94.1	92.1
Disability Status										
Disabled	13	84.6	N/AV	N/AV	N/AV	18.2	9.5	26	93.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	96.7
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97	97.4
Socio-Economic Status										
Subsidized meals	90	96.7	32.6	45.3	22.1	67.4	69.2	63.2	95.4	96.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	59	100	19	25.9	55.2	81
	4	67	100	21.3	50.8	27.9	78.7
	5	59	100	20.4	48.1	31.5	79.6
	6	68	98.5	28.1	40.6	31.3	71.9
	7	57	98.3	30.9	32.7	36.4	69.1
	8	36	97.2	42.4	39.4	18.2	57.6
2011	3	60	98.3	18.2	30.9	50.9	81.8
	4	62	98.4	25	33.3	41.7	75
	5	68	100	17.7	46.8	35.5	82.3
	6	57	100	20.4	46.3	33.3	79.6
	7	68	98.5	24.6	36.1	39.3	75.4
	8	55	94.6	39.6	29.2	31.3	60.4
Mathematics							
2010	3	59	100	24.1	39.7	36.2	75.9
	4	67	100	21.3	55.7	23	78.7
	5	59	100	25.9	59.3	14.8	74.1
	6	68	98.5	17.2	46.9	35.9	82.8
	7	57	98.3	30.9	41.8	27.3	69.1
	8	36	97.2	33.3	39.4	27.3	66.7
2011	3	60	98.3	36.4	38.2	25.5	63.6
	4	62	98.4	16.7	48.3	35	83.3
	5	68	100	32.3	48.4	19.4	67.7
	6	57	100	16.7	63	20.4	83.3
	7	68	98.5	23	39.3	37.7	77
	8	55	94.6	25	56.3	18.8	75
Science							
2010	3	29	93.1	33.3	37	29.6	66.7
	4	67	100	31.1	59	9.8	68.9
	5	29	100	42.3	46.2	11.5	57.7
	6	34	100	43.8	50	6.3	56.3
	7	56	100	27.3	50.9	21.8	72.7
	8	19	100	22.2	61.1	16.7	77.8
2011	3	29	100	50	35.7	14.3	50
	4	62	98.4	38.3	51.7	10	61.7
	5	33	100	37.9	44.8	17.2	62.1
	6	30	100	24.1	62.1	13.8	75.9
	7	67	98.5	15	66.7	18.3	85
	8	25	100	41.7	37.5	20.8	58.3

Abbreviations for Missing Data

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	30	96.7	25	60.7	14.3	75
	4	67	100	24.6	52.5	23	75.4
	5	30	96.7	29.6	48.1	22.2	70.4
	6	35	100	14.7	52.9	32.4	85.3
	7	55	100	44.4	38.9	16.7	55.6
	8	16	100	46.7	33.3	20	53.3
2011	3	30	100	14.8	44.4	40.7	85.2
	4	62	98.4	30	56.7	13.3	70
	5	35	100	33.3	36.4	30.3	66.7
	6	27	100	12	64	24	88
	7	67	97	52.5	32.2	15.3	47.5
	8	28	96.4	37.5	37.5	25	62.5
Writing							
2010	3	60	95	30.4	35.7	33.9	69.6
	4	68	98.5	30.6	41.9	27.4	69.4
	5	59	98.3	24.5	45.3	30.2	75.5
	6	69	94.2	12.9	45.2	41.9	87.1
	7	57	98.3	20	54.5	25.5	80
	8	37	97.3	14.7	70.6	14.7	85.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	68	97.1	23	41	36.1	77
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	53	98.1	37.5	45.8	16.7	62.5

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